

Post-primary school B: An integrated approach to using PLUs

Sample teaching and learning activities – Lesson 1

Junior Certificate subjects	Topics	PLUs	Elements	Learning outcomes
Business Studies	(Syllabus ref: 1.1.1)The Business of living	Numeracy Communication & Literacy	Using a calculator Reading to obtain basic information	Using a calculator to solve simple problems Find key information from different forms of writing.
Keywords	Budget, income, add, subtract			
Pre-learning	Taught keywords as part of resource – bookmarks, keyword posters			
Resources	Teacher's own handouts, JCSP bookmarks and poster (http://jcsp.slss.ie/), household budget (1), budget templates (2).			
Brief overview of the lesson	The lesson is about planning a budget in order to ascertain how much money is left over for purchasing household equipment. This household equipment will in turn be used for a home Economic lesson.			
Introduction	<p>The purpose of budgets and how they relate to everyday life are discussed.</p> <p>Real life examples are used e.g. pocket money.</p> <p>The students are shown examples of completed budgets to stimulate interest and make the topic more tangible.</p>			

Main activity	<p>The students are provided with a case study of various incomes and expenditures (1) for a family.</p> <p>Students analyse the information in the case study and identify the key information required for a household budget to be completed.</p> <p>Students fill in a household budget template (2) with the relevant figures obtained from the case study</p> <p>Students then work out the total income and expenditure of the family. From these two figures students calculate the net cash.</p> <p>This completed household budget is used to identify how much money is left over (Net Cash) which can be used to purchase household equipment.</p>
Closure (5 minutes)	<p>The students are asked to discuss the purpose of the net cash and what could be purchased with this money – they were urged to bear in mind the purchasing of equipment for the Home Economic practical class.</p>
Follow up Lessons/Activities	<p>Refer to the lesson on Argos Catalogue</p>
Gathering evidence of learning	<p>Teacher questioning</p> <p>Budget templates were collected</p>

Sample teaching and learning activities – Lesson 2

Junior Certificate subjects	PLUs	Elements	Learning outcomes
Resource Class English	Communication and Literacy	<p>Reading to obtain basic information</p> <p>Speaking appropriately for a variety of purposes and audiences and demonstrating attentiveness as a listener</p>	<ul style="list-style-type: none"> ▪ Find key information from different forms of writing ▪ Read familiar words that are commonly used and relevant ▪ Ask questions to obtain information ▪ Participate in formal and informal communications ▪ Listen to obtain information relating to more than one option
Keywords	Weighing Scales, sieve, jug, bowl, knife, rolling Pin, flour dredger, cutter		
Pre-learning	The key words were taught in the support class for Home Ec.		
Resources	Argos catalogues, JCSP keyword book marks (http://jcsp.sls.ie/), template to record their chosen piece of equipment (1) .		
Brief overview of the lesson	<p>To begin the lesson, students concentrate on identifying and familiarise themselves with the key words required for their Home Economic class.</p> <p>The main purpose of this lesson is to source all the equipment needed for the Home Economic class from an Argos catalogue and ensure all items come in under a set the budget.</p> <p>In the group work activity, the level 2 student is made spokesperson for her group – this was done to improve her communication skills. Students are purposefully put into groups in order to support her literacy and communication skills.</p>		
Introduction	<p>The students are asked to come up with a list of equipment that they think they will need. They are broken up into groups to do this.</p> <p>A student from each group reports to the class on what their group thinks</p>		

	<p>they will need. The lists are then compared to the one given by the Home Ec teacher.</p> <p>The required list of items was put on the board. The students were then visually stimulated using flashcards (pictures of the equipment). We played a small speed naming game to introduce a fun element.</p>
Main activity	<p>The students copy the key words into their keyword books.</p> <p>Each student is asked to identify all the words they feel they can spell and the teacher checks these words individually.</p> <p>Together the class compiles a list of common words that will need to be learned before the Home Ec class. The class learns to spell each of the words aloud as a group.</p> <p>The students were then given a couple of minutes per word to learn on their own. They then tested themselves using the look, cover, imagine and write method. They were then given a communal test. Each student then filled out a Keyword list.</p> <p>Students are then given a template (1) which has 3 columns: a column for listing the object, the price, and the reason that they chose this particular item. All students must complete the template.</p> <p>Students are instructed to use the Argos catalogue to identify the equipment required and to complete the template.</p> <p>The students work in groups to find the correct equipment in the catalogue.</p> <p>The students must also keep track of the cost of the items and ensure that their chosen items can be bought with their budget of €150.</p>
Closure	<p>The spokesperson in each group reports to the class what items they have chosen and the reason for this choice. The whole class identifies the other's choice in the catalogue and a class discussion is held on the merits of each item.</p>
Follow up Lessons/Activities	<p>In order to galvanise what had been learned, I did a number of follow-up classes with a similar theme e.g. Buying me a birthday present for €150. In order to complete this task they had to ask me questions regarding what I liked. Another lesson was doing up a bedroom for €1200. Each student had their own catalogue for these tasks and worked on their own.</p>
Gathering evidence	<p>The evidence of learning was very apparent in the student's competence in</p>

<p>of learning</p>	<p>the follow-up tasks. The level 2 student produced less written work than some students but still was able to complete the task. She also asked questions of her own accord without being prompted to do so. This was an unusual and valuable departure for her.</p>
<p>Reflection on using PLUs in the classroom</p>	<p>They really enjoyed this lesson. There was great discussion amongst the groups. The discussion was very beneficial because the students had to read the individual description of each item and they learned valuable lessons as to why e.g. the appearance of a weighing scales is less important than its' functions. Some groups even changed their choice on listening to others. I felt that the level 2 student really participated well in this because she asked me a direct question for the first time since September.</p>

Sample teaching and learning activities – Lesson 3

Junior Certificate subjects	Topics	PLUs	Elements	Learning outcomes
Home Economics	(Syllabus ref:6.1) Food Studies/ Culinary Skills	Communication and Literacy Numeracy	Reading to obtain basic information Developing an awareness of temperature Developing an awareness of weight and capacity	<ul style="list-style-type: none"> ▪ Read familiar words that are commonly used and personally relevant ▪ Locate appropriate temperature on a cookery dial ▪ Use appropriate vocabulary to describe the units of weight and capacity ▪ Use a graduated vessel to work out the capacity of liquids ▪ Use a weighing scales to work out the weight of powders and solids
Keywords	Weighing scales, sieve, jug, bowl, knife, rolling pin, flour dredger, cutter			
Pre-learning	<p>Students have experience in cookery methods from previous practical lessons.</p> <p>Students have identified the equipment required in previous lessons and have also had a resource (literacy) lesson on key words relevant to this lesson.</p>			
Resources	<p>Kitchen equipment</p> <p>Key Word Poster, Key Word Bookmarks (from resource lesson)</p>			
Brief overview of the lesson	Students prepare themselves and their work space for a practical cookery class. They prepare, cook, and serve chocolate chip muffins.			
Introduction	<p>The Learning outcomes are made clear to students through W.A.L.T. (We are learning today board)</p> <p>A recipe run through is demonstrated on the whiteboard to familiarise</p>			

	students with ingredients, equipment, and method.
Main activity	<p>Students, in groups, follow the structure for a cookery lesson as follows:</p> <ul style="list-style-type: none"> • Preparation of workspace and self • Collection of equipment • Collection of ingredients • Weighing • Measuring • Pre-heating oven – temp control • Combination of ingredients • Baking • Wash-up/clean-up • Verbal evaluation
Closure	Refer to WA.L.T. Board to check if learning objectives are achieved. Evaluate learning through teacher questioning.
Follow up Lessons/Activities	Future practical classes will develop student’s confidence and practical skills. Review of equipment class –alternative equipment that may have been used.
Gathering evidence of learning	<p>Teacher observations.</p> <p>Photographic evidence of the level 2 student doing practical work using the criteria for success below.</p>
Criteria for Success	<p>Can the student complete the following tasks?</p> <p>Locate appropriate temperature on a cookery dial Yes No</p> <p>Use a graduated vessel to work out the capacity of liquids Yes No</p> <p>Use a weighing scales to work out the weight of powders and solids Yes No</p>